DOCUMENT RESUME

ED 023 752 UD 006 576

Pointing the Way Toward Equality, Inter-Agency Conference on Equal Educational Opportunity (January 12, 1968).

New York State Teachers Association, Albany.
Pub Date 12 Jan 68
Note-20p.
EDRS Price MF-$0.25 HC-$1.10
Descriptors-*Conference Reports, Curriculum Development, Disadvantaged Youth, *Equal Education, Information Dissemination, Interagency Cooperation, Literacy Education, Problem Children, Sensitivity Training, Teacher Associations, Teacher Participation, Volunteers

The proceedings of a one-day conference on equal educational opportunity are abstracted in this document. Included are statements by representatives of the invited public and private agencies. The summary points out that there were two recurrent basic themes--(1) ways must be found to ensure and implement equality of educational opportunity for all, and (2) classroom teachers must be involved in formulating and implementing plans. Aseries of recommendations for action are listed, mentioning such areas as sensitivity training, literacy programs, social and behavior problems of children, information dissemination, use of volunteers, changes in curriculum and marking systems, and interagency cooperation. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

06576

Pointing The Way Toward Equality

Inter-Agency Conference

on

Equal Educational Opportunity

ED023752

UD 006 576

January 12, 1968

Sponsored by

Advisory Committee For Equal Educational Opportunity of

NEW YORK STATE TEACHERS ASSOCIATION

152 Washington Avenue • Albany, New York 12210

NEW YORK STATE TEACHERS ASSOCIATION

BOARD OF DIRECTORS AND OFFICERS, 1967-68

President: Catharine O'C. Barrett
First Vice President: Emanuel Kafka
Second Vice President: James Conti
Executive Secretary: G. Howard Goold
Treasurer: Franklyn S. Barry
Past President: Gladys E. Newell

Gadlin Bodner
Arnold Cantor
John A. Chiavaro
Clyde K. Cook
John D'Angelo
Herbert Druker
Howard S. Dunbar
Lora P. Edmonds
Paul E. Fuller
John Gallas
Robert H. Good
Virginia S. Greer
Thomas Y. Hobart
Walter E. Jones
Joseph B. Kenny
Leslie M. Lent
Nicholas Maletta
Herman W. Mayer
Irene M. McNulty
Mabelle E. McNulty
David Miller
Alice H. Seamon
Norman R. Utecht
Reno A. B. Ventre
Elsie W. Waldow
Mildred C. Webb
John R. Williamson

ADVISORY COMMITTEE FOR EQUAL EDUCATIONAL OPPORTUNITY, 1967-68

Honorary Chairman: James E. Allen, Jr.
Chairman: Carroll F. Johnson

Catharine O'C. Barrett
Dean Corrigan
Walter Crewson
Ora A. Curry
William R. Dodge
Alice L. Foley
Corinne B. Galvin
G. Howard Goold
Francis X. Lynch
Gladys E. Newell

FOREWORD

Recognizing the urgency of meeting the needs of the educationally disadvantaged and the inability of the schools to meet these needs alone in the past, the Advisory Committee for Equal Educational Opportunity of the New York State Teachers Association invited interested public agencies and private organizations to a special seminar, held on January 12, 1968, to explore together how their total resources might be coordinated to eliminate educational disadvantagement in New York State. In so doing, the Association hoped to improve communication between the schools and other agencies serving disadvantaged youth and to promote an exchange of ideas which might ultimately lead to greater practical assistance for teachers, more involvement of teachers in governmental planning and coordination, and increased inter-agency activities.

Response to this invitation was most gratifying. Every agency invited agreed to participate. As these proceedings testify, a stimulating exchange of ideas took place. But the success of this seminar will not be judged on the ideas expressed on the following pages, but on the action which results. Already action is being taken. Small groups of seminar participants have met to explore ways to involve teachers in long-range planning for the disadvantaged on a school district level, to discuss curriculum modifications, and to determine the feasibility of producing a filmstrip to inform the public of the extent of educational disadvantagement in New York State.

The call to action is clear. It is imperative that we continue and expand our joint endeavors. We must not fail the many children whose futures depend on us.

G. Howard Goold
Executive Secretary

TABLE OF CONTENTS

FOREWORD iii

OPENING COMMENTS

Mrs. Catharine O'C. Barrett, President
New York State Teachers Association 1

Dr. James E. Allen, Jr.
New York State Commissioner of Education 2

Dr. Carroll F. Johnson, Advisory Committee Chairman
and Superintendent of Schools, White Plains 3

SUMMARY OF PRE-SEMINAR QUESTIONNAIRES 5

MINUTES

Morning Session 6

Statements by Participants 6
Suggestions and Reactions 8

Afternoon Session 10

Presentation by Dr. Robert A. Passy 10
Group Discussion Reports 11
Statement by Mr. C. Howard Goold 13
Request to Agency Representatives 13

SUMMARY

Discussion 14
Stated Commitments 14
Recommendations 15
Request to Agencies 15

KEY STATE LEADERS ATTEND 'OPPORTUNITY' SEMINAR 16

OPENING COMMENTS

Three persons were invited to deliver opening remarks at the Inter-Agency Seminar sponsored by the NYSTA Advisory Committee for Equal Educational Opportunity. The remarks have been abstracted from the minutes section for inclusion here.

REMARKS BY MRS. CATHARINE O'C. BARRETT

PRESIDENT, NEW YORK STATE TEACHERS ASSOCIATION

"The membership of this Association has expressed a deep commitment to the cause of equal educational opportunity," Mrs. Barrett said. "The task before us is substantial. However, we must develop a way to provide more equal educational opportunity for the state's disadvantaged youth. Although the problems of New York State are not unique, we must face the reality here in New York and put on an action program which will have a visible impact."

This is the year in which we must make the breakthrough which will grant every child the chance to develop his talents to a maximum, Mrs. Barrett stated. If we are to achieve this goal, we must reappraise the role of educators, of state and community agencies, and of society as a whole. The problems of the educationally poor will not be solved without the help of the classroom teacher. But both the commitment of teachers and the assistance of outside agencies are necessary.

Mrs. Barrett asked participants for suggestions for teachers. She indicated her willingness to approach the Association's Board of Directors with recommendations emerging from the meeting and cited the following means through which she could assure an interested hearing of plans and suggestions within the Association:

- the Association's equal educational opportunities newsletter, EEO News
- the Association's journal, New York State Education
- contact with over 300 equal educational opportunity coordinators
- access to meetings across the state of the Association's 15 zones and 900 affiliates

Mrs. Barrett stated that the Association hopes to encourage teachers to leave their positions in the suburbs for the privilege of working in the inner-city schools, contributing their experience and in return gaining insight. "From this mixing," she said, "we will find the leavening to meet the problem head on."

Mrs. Barrett spoke of her own rewarding experience at Croton, an elementary school in Syracuse which serves the disadvantaged. She invited participants to visit the school which has recently established a reading developmental center, worked toward a broader working relationship with parents, including home visits, and developed a cooperative relationship with local agencies.

In closing, Mrs. Barrett emphasized that the only way to make a substantial difference in the lives of children is through the commitment of the teachers.

REMARKS BY DR. JAMES E. ALLEN, JR.

NEW YORK STATE COMMISSIONER OF EDUCATION

"The goal of education and of educational agencies," Dr. Allen said, "is to provide maximum opportunity for each individual to fulfill his potential." He commended the New York State Teachers Association and the Council of Classroom Teachers for their initiative in providing leadership for an intensive program to further the achievement of this goal.

Dr. Allen reviewed the State's efforts to help each individual fulfill his potential - - compulsory education, centralization of schools, special programs for the physically and mentally handicapped, etc. He emphasized, however, that despite much progress toward the goal of providing equality of educational opportunity for all we are being seriously held back by the continuing existence of racial prejudice and discrimination. "The eradication of prejudice and discrimination is the greatest moral imperative of our time," he stated.

While recognizing that the problem cannot be solved overnight, Commissioner Allen reminded us that our Nation cannot long endure in a situation which places race against race, city against suburb, rich against poor. "To attack our basic human problems, we do not need more resolutions; we need to get on with the solutions." There is currently on the part of many an unfortunate lack of confidence in the democratic process and an uncertainty that "we can do anything about so many of our problems - - which are after all basically human problems."

How can we help each individual to see his own value and that of others as human beings of infinite worth? How can we prepare each child to realize the inherent human dignity of all members of society, without regard for the economic, social, racial and national backgrounds? "The central task," Dr. Allen suggested, "is one of education. More assistance must be offered to those in closest contact with the child - - to mothers and others in the home and to classroom teachers, upon whom heavy responsibility rests." Dr. Allen proposed that the following action be taken:

1. Examine the school curriculum to assure that all groups are treated fairly and that materials which improve teacher understanding are provided.

2. Remind textbook publishers and writers that we are part of a world in which the majority of people are of a different color and background than ours.

3. Recruit more Negroes for jobs in education and assist them to rise to positions of leadership.

4. Recruit more Negroes for membership in organizations like NYSTA and the PTA and help them rise to positions of power and influence within those organizations.

5. Seek out disadvantaged children and their parents and learn from them.

6. Eliminate the idea that inner-city or Negro children can't learn. (If they don't learn, "it's our fault as educators.")

7. Break down the curtain which separates life in the inner-city from that in the rest of the metropolitan area through joint meetings of PTAs and school boards, and through teacher conferences and exchange programs.

8. Take the lead in assembling resources of other agencies who can help at the state and local level.

9. Educate administrators to be more sensitive to the problem and to encourage them to become involved.

10. Encourage teacher training institutions to be more understanding of the inservice needs of teachers.

11. Take advantage of public speaking opportunities and other contacts with civic groups to develop constructive attitudes on the part of everyone.

Dr. Allen stressed that the State Education Department wants to be called upon to help in every possible way. He spoke of the Department's special concern for the urban schools and said he would like to involve the Advisory Committee and others present in implementing the Regents Urban Proposals. "The schools," he said, "may need to be changed radically in the ways they function and operate. It may be that the present structure doesn't make adequate provision for individual students and individual teachers. The Regents' recent position paper on Pre-kindergarten Education offers suggestions for dealing with the problems before us." He announced that a new Regents' policy statement on integration, designed to update a statement issued in 1961, is also in preparation.

REMARKS BY DR. CARROLL F. JOHNSON

ADVISORY COMMITTEE CHAIRMAN AND SUPERINTENDENT OF SCHOOLS, WHITE PLAINS

Dr. Johnson spoke of the need for an all-out attack on the problems of the urban and rural disadvantaged. "You may tell us in education how we can do a better job," he said.

We complain that the parents of underprivileged children don't care - but they do. "If there is any keynote to success in working with the parents of school children it is to get to know them and to persuade them of our interest <u>before</u> a problem arises in school." The caring, and the depth of our caring, are what matter in these relationships.

There is a feeling, he pointed out, that the "Establishment" cares more for justice for the white than for the Negro. He cited personal conversations with contacts in New York State to demonstrate his point. Therefore, he stressed, we must prove that our caring is not a function of race or economics.

Dr. Johnson pointed to some straws of hope for change - editorial policies of newspapers; magazine attention to persons and problems previously ignored; industry-sponsored programs for the undereducated; the increasing willingness of teachers and others to demonstrate their concern by seeking out the disadvantaged.

Dr. Johnson quoted a statement made at the Conference on Equal Educational Opportunity he attended in Washington in November: "The public school is one of the most inflexible and one of the most incompetent institutions in public life. It is organized on the basis of color and class. If we are looking for change it will not come from within." Dr. Johnson said, "This may be true, but we are agents for change. Tell us how we can do better. Let's get your ideas on the record."

Commissioner Allen is speaking to the participants as Dr. Johnson and Mrs. Barrett look on.

SUMMARY: PRE-SEMINAR QUESTIONNAIRES

1. *Do you feel that your organization is currently involved in helping to promote equality of educational opportunity or in seeking to combat problems fostered by previous conditions of inequality?*

All agencies replied affirmatively

2. *Is your organization now cooperating or planning to cooperate with teachers and schools? If so, how?*

Replies indicated varying levels and kinds of cooperative activity.

Among the agencies reporting current cooperative activities with the schools, the Department of Health provides assistance in the field of venereal disease and health related projects; the Department of Commerce presents a "Consumer A-Go-Go" program; the State University and the Department of Mental Health provide consultative services; the Division of Parole engages in informal planning and exchange of information; and the Department of Civil Service offers lectures and assistance with seminars, inservice programs and career clinics.

Some agencies, including the Department of Correction and the Department of Mental Hygiene, mentioned cooperation with the State Department of Education.

Other agencies reported no direct contact with the schools at this time.

One agency - the National Association for the Advancement of Colored People - noted that "whenever possible we seek a constructive relationship with teacher groups. Often, however, the issues in conflict and resistance to change result in relationships that could hardly be described as 'cooperative'."

3. *What types of cooperation would you like to foster between your organization and the schools?*

All agencies indicated interest in greater cooperation in the future.

Several agencies proposed activities related to parents and community agencies. Among these, the National Association for the Advancement of Colored People mentioned the development of working relationships based on commitment to school changes where necessary and new education-community-parent programs; the Office of Economic Opportunity cited activities to increase and clarify the communication lines between community action agencies and the teachers and schools; and the New York State Congress of Parents and Teachers specified action to open lines of communication between home and school, assist in training teachers to work with parents of low income and minority groups and develop parent education programs.

Increased joint staffing of school-college personnel was suggested by the Associate Dean, School of Education, University of Rochester.

Both the Department of Mental Hygiene and the Department of Commerce proposed an extension and broadening of current cooperative activities.

Other agencies suggested new cooperative ventures. The Department for Youth indicated interest in serving as a resource for the placement of youths who cannot profit from ordinary educational programs. The Department of Correction asked for utilization of public school teachers on a part-time basis. The NYSTA Council of Classroom teachers proposed provision of opportunity for teachers to serve in disadvantaged schools without loss of tenure.

Legislative support was volunteered by the New York State Council of School District Administrators.

Both the Women's Unit and the League of Women Voters mentioned activities designed to inform the public and gain community support.

MINUTES

MORNING SESSION

The meeting was convened January 12, 1968, at 9:35 a.m. in the Frank Graves Room of the New York State Teachers Association, Albany, New York by Dr. Carroll F. Johnson, Chairman, Advisory Committee for Equal Educational Opportunity.

Chairman Johnson introduced all the participants.*

Addresses were then delivered by Mrs. Catharine O'C. Barrett, President of the New York State Teachers Association, Dr. James E. Allen, Jr., Commissioner, State Education Department, and Dr. Carroll F. Johnson, Superintendent of Schools, White Plains, New York. For a summary of their remarks, see pages 1-4.

Dr. Johnson then invited participants to state their concerns.

STATEMENTS BY PARTICIPANTS

Dr. Joseph B. Robinson, Assistant to the Commissioner for Special Health Problems, Department of Health. Dr. Robinson commended Governor Rockefeller for his recent action in urging each of the departments of state government to determine the number of minority group members currently employed and the number of vacancies.

The State Health Department is seriously disturbed about the health problems and higher rates of infection among minority group members, he said, and stands ready to work with school personnel concerning them.

Dr. Robinson commented that all too few teachers are ready to work in the inner-city area and urged salaries of $10,000 to $12,000 or more for teachers in such schools.

Dr. Jack M. Sable, Director, Office of Economic Opportunity. Dr. Sable stated that some 30 million Americans are seeking economic security and that the Office of Economic Opportunity is a self-help organization to help them achieve it. There are 50 community action agencies in New York State working closely with the State Education Department's Title I coordinator.

Members of the community action agencies are the real spokesmen for the disadvantaged, he said, and should be invited to help plan yearly, as well as special summer programs.

In June 1968 the Green amendment mandating that CAAs be composed of one third private, one third public and one third disadvantaged representatives must be implemented. Teachers and school board members might well seek to be included among the one third private representatives.

To really know the problems of the disadvantaged, he concluded, you must invite them to meet with you on their own level. "Your platform is not their platform."

---

* For a full listing of the seminar participants, see the back cover. Observers included press representatives David Beetle and Celiene Nold; NYSTA staff members Edna Beers, Lorraine Brown, John Malone, James Shea and Lois Wilson.

Mr. C. Julian Parrish, Career Development Research Analyst, Department of Civil Service. Speaking for the central personnel agency in New York State, Mr. Parrish referred to the questionnaire his department had submitted, indicating interest in the "development of a realistic approach on the part of public school and high school teachers to prepare students to the world of work and life." He reported that his office had conducted the survey which subsequently resulted in a directive from Governor Rockefeller regarding employment of minority group members by state government.

A breakdown in confidence toward management, educators and civil service has resulted from our testing system for employment and promotability, he said. In addition tests frequently do not take cultural differences into account.

Mr. Parrish referred specifically to the state entrance and examination tests, pointing out that the 70 percent casualty rate for all candidates - - and, the casualty rate for minority group candidates is even higher - - may indicate that our educational system is faulty for the majority as well as for the minority. He proposed that schools familiarize youth with what is expected of them when they seek employment. Senior high students should be taught how to fill out application forms and tests, especially the computer-rated tests, which have been particularly disastrous for minority group applicants.

Mrs. Ruberta Foster, President, New York State Congress of Parents and Teachers. Mrs. Foster stated that the State Congress of Parents and Teachers, in accordance with Commissioner Allen's urging, is trying to go "where the action is," to select appropriate meeting places, and to involve parents of the disadvantaged.

She cautioned that wholehearted understanding on the part of all is a prerequisite for establishing cooperative programs. She noted that a Title I pilot project planned a year and a half ago was never implemented because people feared that its sole intent was to foster integration.

Mrs. Foster listed three specific ways in which teachers and administrators in the state might provide assistance:

1. Translation of PTA materials into Spanish. (One New York City unit, out of only twenty-one in the whole city, has been on the verge of dropping out because materials written in English cannot be read.)

2. Assistance in locating and encouraging fifty parents of disadvantaged children to attend a special seminar in Syracuse in April 1968. The seminar will attempt to build bridges between school and home.

3. Assistance in pleading for the kind of climate in school where the parent's education is as important as the child's.

Mr. Milton Luger, Director, Division for Youth. Mr. Luger expressed his concern that the seminar had thus far been too amicable to be as productive as possible. "We should be arguing," he said.

He stressed the need to keep an eye on politicians (in the "good" sense of political leaders), who may ultimately make more of a difference than administrators and teachers.

Mr. Luger spoke of a recent experience of the Division for Youth from which the schools might benefit. The Division brought ghetto specialists and black nationalists into a three day workshop for school guidance counselors in order to promote understanding of youth of different backgrounds. This approach was wrong because the counselors were not ready for this kind of knowledge. Mr. Luger suggested that the workshop should have focused first on the counselor and his fears.

Mr. Luger urged that the administrative and leadership roles members of minority groups are going to play in the schools be re-analyzed. A person who is pushed because of his color, he said, can be destroyed; advancement must be based on what he can do.

Mr. Dudley O. Cawley, National Urban League. Mr. Cawley asked participants to keep in mind the central task: to determine what can be done at the organizational level. He asked for further consideration of the Commissioner's statement on the underlying reason for education and the elements he defined - education in the home and in the school; the improvement of social relationships and teacher attitudes; elimination of stereotypes about non-learning and curriculum revisions.

More community programs should be promoted, he said, including the integration of Parent Teacher Associations and the establishment of equal educational opportunity committees on a local level. Provisions should be made for sharing successes and failures and for analyzing together.

Mr. Cawley invited suggestions for appropriate involvement of the Urban League's six professionally staffed units in New York State. "I totally commit them to working with you," he said, "in whatever your local endeavors might be to promote equal educational opportunity."

SUGGESTIONS AND REACTIONS

The Chairman asked for as many quick staccato-like suggestions and reactions as possible in the time remaining before lunch.

Dr. Walter Crewson, Associate Commissioner for Elementary, Secondary and Adult Education. Dr. Crewson thanked Mr. Parrish for calling attention to the need for improving test taking skills and suggested that the Department implement this suggestion at a grade level which would include potential dropouts.

He also announced that it is now appropriate to use Elementary and Secondary Education Act Title I funds for parent education and indicated that administrators would be appropriately notified.

Mrs. Irving Kramer, Vice President, New York State School Boards Association. Mrs. Kramer commented on the problems of communicating with English-speaking parents who can't read and urged that such persons be personally sought out and brought to adult education centers.

Dr. Johnson pointed out the need to make funds available for special instruction of children in whose home a foreign language is spoken.

Mrs. Murray Liasson, Westchester County Human Resources Coordinator, League of Women Voters. Mrs. Liasson announced that her organization has been committed for three and a half years to equal educational opportunity programs in education and employment. Noting that the League works best with the legislative process and in efforts to affect community climate and reshape attitudes, she asked how her predominately suburban, middle class membership could help. "We are intellectually committed to the idea of an urban-suburban dialogue," she said, "but we need to know the best way to bring it about."

Miss Janet Pinner, Division of Employment, Department of Labor. Miss Pinner stated that the experience of her Division, which operates youth services around the state, has shown that a great many of our own neighborhood children, born and raised in New York State, are also unable to read and write. "New ways and means to teach are needed," she said. "Let's think of the hard-core youngster."

Dr. Dean Corrigan, Associate Dean, School of Education, University of Rochester. Dr. Corrigan challenged the group to consider what it would do differently to change the schools. "If the money were available tomorrow," he asked, "would we be ready?" He referred to research which shows that self-concept and success in school are related and to the failure of a large percentage of Negro youngsters to graduate from high school. "The suburban child lacking in multi-racial experiences is as deprived as these youngsters," he said. "What dramatic changes would you suggest for both?"

Mr. Leonard R. Witt, Supervisor of Parole Placement, Division of Parole. Mr. Witt reported that Division studies show that one third of all young offenders (average age 18) come to reformatories functionally illiterate. (Functionally illiterate means one is achieving at the 4th grade level or less.) Their average educational level is about 6.2 grades. Probably less than 5% perform at the 11th grade level. "Schools are failing miserably with this 10-20 percent of their youth," he said. "We need to consider why."

Mr. Price Chenault, Director, Division of Education, Department of Correction. Mr. Chenault stated that this was the first time in his thirty years of experience that he had been invited to speak to educators in this kind of meeting. "What we need," he said, "is concern, understanding, and help." He noted that there are still no funds available from the Elementary and Secondary Education Act for the Department of Correction.

Mr. Chenault emphasized the impact of returning functional illiterates to society. "We are talking about a most desperate group in society," he said. "They have intelligence and courage but lack motivation and tools. Much damage is done when they go back illiterate."

Mr. Chenault stressed the need for a definite plan for teacher training and teacher exchange. "There is no place to send persons for training as institutional teachers," he said. He commented favorably on a proposal by the U. S. Office of Education to send members of the Teacher Corps into correctional institutions for training. Mr. Chenault concluded with a plea for more money, more leadership, and more training of personnel for the Department of Correction.

Chairman Johnson declared the meeting recessed at noon for lunch. Participants were asked to form discussion groups over lunch and to be prepared to report on return.

AFTERNOON SESSION

The meeting was reconvened at 1:30 p.m. Chairman Johnson asked for the remaining statements.

STATEMENTS *(Continued)*

Mr. Peter G. Strand, Deputy Director, Mental Health Planning, Department of Mental Hygiene. Despite efforts within the schools, Mr. Strand stated, other factors such as home environment and health affect the child's success. We don't always have sufficient programs to handle all children. We must not lose sight of the relationship between the schools and the community. Ways must be found, especially through the emerging community health centers, to cooperate with schools to increase the child's learning capacities.

Mr. Wilbur Nordos, Administrator, Division of Intercultural Relations. Mr. Nordos commented on the assumptions which we tend to bring to our relationships with the disadvantaged. "The hardest tenents to question," he said, "are those we don't know we have." He mentioned specifically an implicit faith in the "system" and belief in the importance of economic success, which has led to a virtual societal rejection of poor people. The total school staff, he said, needs to accept each child as one "bearing treasure as well as problems."

Mr. Nordos commented favorably on the United Parents Association program in New York City which seeks to improve school-parent communication by interpreting school aims and programs to selected parents, who in turn interpret them to other parents.

In conclusion, he observed that too often boards of education operate in "ivory towers."

PRESENTATION BY DR. ROBERT A. PASSY

Chairman Johnson then introduced Dr. Robert A. Passy, Chief, Bureau of Pupil Testing and Advisory Services, who had been asked to make a special presentation for the Department of Education.

Dr. Passy described two testing strategies employed by the Department to improve learning. Both strategies begin with the learner and the assumption underlying both is that all children can learn.

First: Last summer, classes were conducted in twenty-six centers in the State for the children of migrant workers. Tests were individually administered to each child at the beginning and end of the program. Data obtained showed that students attained more than double the expected achievement in reading and made significant gains in arithmetic.

Second: As a result of the Pupil Testing Program conducted by the Department, school-by-school breakdowns are available on pupil achievement in arithmetic and reading. Pairs of schools in New York City which share the same community factors but show significant differences in student achievement have been selected for special study. Teams of reading specialists from the State Education Department and community representatives are being sent into these schools to determine why the differences exist and if the success achieved by some schools can be repeated elsewhere.

Two major questions were raised in the discussion of Dr. Passy's presentation.

1. Can the teacher's ability to teach be tested? It was suggested that teacher effectiveness can be compared, but that it is only one of many factors determining whether children learn.

2. Is the Department, in concentrating on testing achievement in reading and arithmetic, adequately comparing total student achievement? Dr. Corrigan suggested that testing for social understandings is equally as important and should be included in the Department's testing program. "The whole purpose of public schools," he said, "is to teach social goals. You can teach reading and writing in private." On the basis of his personal experience in White Plains, Dr. Johnson pointed out the difficulties in testing for social understandings.

Dr. Crewson volunteered the assistance of the Department to all school districts wishing to determine some of the reasons why a significant number of pupils in their districts are scoring below the minimum competence achievement level.

GROUP DISCUSSION REPORTS

Chairman Johnson asked for reports from each of the luncheon discussion groups. The recommendations presented by these groups are summarized below.

Group I (Mr. Wilbur Nordos, reporter)

1. Need for teaching staffs to keep up pressure for a real hearing.

2. Need for greater university involvement.

Group II (Mrs. June Martin, reporter)

1. Community involvement.

2. Special programs for women's groups. In this regard, it was suggested that the Women's Unit in conjunction with the State Education Department might package a filmstrip program based on "Dr. Passy's data and Mr. Nordos' convictions" to be made available to women's organizations.

Group III (Dr. Corrine Galvin, reporter)

1. Sensitivity training for educators (both administrators and teachers).

2. Re-evaluation of teaching methods used in the schools, with an eye to learning from successful methods employed by industry and the armed forces.

3. A teaching seminar for the Association's equal educational opportunity coordinators which would include the specifics of methods and procedures and which would involve interested persons throughout the state.

Group IV (Mr. Frank Lynch, reporter)

1. Need for central agencies staffed by psychiatrists, psychologists, guidance personnel and social workers to provide intense treatment to help save potential problem children from future placement in correctional institutions.

2. Need for teacher training institutions to prepare future and veteran teachers to teach in correctional institutions.

3. Provision of boarding schools to re-educate selected youngsters from correctional institutions in a school atmosphere.

Group V (Dr. William Dodge, reporter)

1. Possible assistance by the League of Women Voters through voter education programs conducted on a neighborhood basis.

2. Need for a clearinghouse to facilitate joint efforts and provide for a sharing of experiences.

3. The possibility of channeling the altruism of college students through student organizations into volunteer programs to help meet the lack of manpower.

Group VI (Miss Gladys Newell, reporter)

1. Involvement of parents - - - <u>with</u> feedback.

2. Need to present a positive view of the family structure as it is.

3. Need for schools to reevaluate marking systems and curriculum in the light of an understanding of student motivation.

Group VII (Mrs. Ora Curry, reporter)

1. Need for changes in teacher attitude.

2. Need to structure the curriculum to increase each child's self-pride.

3. Need to listen to student suggestions. Mrs. Curry cited suggestions from her own students, for example, that a student minority group "myth-exploding brigade" go into suburban schools.

Group VIII (Dr. Irving Ratchick, reporter)

1. Equal educational opportunities for what? Need for self-realization, employment skills.

2. Need for comprehensive planning. All agencies and industry must be working with the schools.

3. Need for joint leadership from school administrators, municipal units, and community agencies.

STATEMENT BY MR. G. HOWARD GOOLD

Chairman Johnson called upon Mr. G. Howard Goold, Executive Secretary of the New York State Teachers Association to speak for the Association. Mr. Goold reaffirmed that the Association's objective is to initiate some action, to zero in on some specific suggestions. He noted that a working and teaching conference for the Association's more than 300 equal educational coordinators had been suggested by a luncheon discussion group but that resources are lacking to carry out this suggestion. To make a difference, he said, money counts. He suggested that perhaps the agencies assembled could help apply legislative pressure and indicated a need for specific programs to help eager classroom teachers to "get where the action is."

REQUEST TO AGENCY REPRESENTATIVES

Chairman Johnson asked each agency represented to designate one person, whose name could be published in circulars and other materials, as a contact for teacher associations and others working with school authorities.

This contact would be asked to supply on request:

1. The names of local persons associated with the agency who are willing to come to the school district to meet with teachers.

2. Information on the most effective techniques developed by the agency for working with youngsters with whom the schools have failed.

Chairman Johnson asked Miss Lois Wilson, Director of Studies, New York State Teachers Association to summarize the seminar discussion.

The Chairman thanked participants for their contributions to the seminar. The meeting was adjourned at 3:15 p.m.

SUMMARY

DISCUSSION

Two basic problems were repeatedly mentioned by seminar participants:

- The need to find ways to ensure a more equal educational opportunity for all youth and to implement an action program now.

- The need to involve classroom teachers in formulating and implementing these plans.

Many aspects of these two underlying themes were discussed. Some of these were:

-- commitment of both teachers and outside agencies
-- reappraisal of the role of educators and of state and community agencies
-- eradication of prejudice and discrimination
-- achievement of a broader working relationship with, and assistance to, parents
-- examination of the school curriculum to see that all groups are treated fairly
-- elimination of the stereotype that inner-city or Negro children can't learn
-- reduction of barriers between the inner-city and the rest of the metropolitan area
-- recruitment of well-prepared teachers to work in the inner-city schools
-- recognition by teacher training institutions of changing preservice and inservice needs of teachers
-- understanding of conscious and unconscious teacher and administrator attitudes upon pupil achievement
-- involvement of representatives of the poor in educational planning
-- recognition of the educational implications of the "we-hope-you'll-be-like-us" attitude in the schools
-- better preparation of students for the world of work
-- recognition of social understandings, as well as academic achievement, as educational goals
-- simultaneous action on two fronts, the suburban all-white and the inner-city schools

STATED COMMITMENTS

Both the Urban League and the League of Women Voters specifically stated that they would be receptive to suggestions for ways in which they might most effectively work with the schools and school groups.

The State Education Department agreed to explore the modification of the present secondary school curriculum to give pupils more experience in taking competitive employment examinations. It also indicated that assistance would be made available to all school districts wishing to determine reasons for large numbers of low pupil scores in the Pupil Evaluation Program.

The New York State Education Department and the Women's Unit agreed to cooperate on the preparation of a fifteen minute film program which would reveal the extent of educational disadvantagement in New York State and would discuss some of the attitudinal changes which are necessary to ensure greater equality of educational opportunity for each child.

RECOMMENDATIONS

In the reports by the small discussion groups a number of recommendations for action were made. Responsibility for the implementation of these recommendations was not determined. They called for:

-- sensitivity training programs for teachers and administrators
-- examination of the techniques used in literacy programs by industry and the armed forces
-- a seminar for the Association's 300 equal educational opportunity coordinators
-- central agencies to provide intense treatment for problem children
-- boarding schools for selected youngsters from correctional institutions
-- special programs to prepare persons specifically for institutional teaching
-- a central clearinghouse to coordinate efforts and disseminate information
-- use of college students in volunteer programs for disadvantaged youth
-- reevaluation of school marking systems and curriculum
-- organization of minority group teams from the city to go into suburban areas as speakers
-- establishment of formal contacts between industry, school administrators, municipal units and community agencies within each school district.

REQUEST TO AGENCIES

Each participant was requested to make arrangements for one contact from his agency to assist teacher groups in obtaining information from the agency and in arranging for local inter-agency planning.

Key State Leaders Attend 'Opportunity' Seminar

The 20 agencies and organizations at the January 12 equal educational opportunity seminar were represented by the following participants:

From State Education Department — **Dr. James E. Allen, Jr.,** Commissioner; **Dr. Walter Crewson,** Associate Commissioner for Elementary, Secondary and Adult Education; **Dr. Irving Ratchick,** Coordinator-Title I, ESEA; **Wilbur Nordos,** Administrator-Division of Inter-Cultural Relations, and **Dr. Robert A. Passy,** Chief-Bureau of Pupil Testing and Advisory Services.

From SUNY — **Dr. William Dodge,** Acting University Dean for Continuing Education.

From the Executive Department — Division for Youth, **Milton Luger,** Director; Office of Economic Opportunity, **Dr. Jack M. Sable,** director, and **William P. McGlone,** Deputy Director; Women's Unit, **Miss Nina Jones,** Director, and **Mrs. June B. Martin,** Government Consultant; Division of Parole, **Leonard R. Witt,** Supervisor of Parole Placement.

From the Department of Civil Service — **C. Julian Parrish,** Career Development Research Analyst.

From the Department of Commerce — **William W. Horne,** Executive Assistant.

From Department of Correction — **Price Chenault,** Director, Division of Education.

From Department of Health — **Dr. Joseph B. Robinson,** Assistant to Commissioner for Special Health Problems.

From Department of Labor, Division of Employment — **Miss Janet Pinner,** Director, Special Placement Services.

From the Department of Mental Hygiene — **Peter G. Strand,** Deputy Director, Mental Health Planning.

From the Department of Social Services — **Gary Shaver,** Supervisor of Welfare Institution Education.

From League of Women Voters of New York State — **Mrs. Murray Liasson,** Human Resources Coordinator — Westchester County.

From the National Urban League — **Dudley O. Cawley,** Assistant Regional Director, and **Mrs. Loralee Roberts,** Urban League of the Albany Area, Inc.

From New York State Association of Elementary School Principals — **Valentino Tebbano,** Principal, West Albany School, South Colonie.

From New York State Association of Secondary School Administrators — **Dr. John S. Krempa,** Principal, Mohanasen Senior High School, Schenectady.

From New York State Congress of Parents and Teachers — **Mrs. Ruberta Foster,** President.

From New York State Council of School District Administrators — **Paul E. Vogan,** President.

From New York State School Boards Association — **Mrs. Irvin Kramer,** Vice President.

The Advisory Committee for Equal Educational Opportunities includes: **Dr. James E. Allen, Jr.,** Honorary Chairman; **Dr. Carroll F. Johnson,** Chairman; **Mrs. Catharine O'C. Barrett,** President, NYSTA; **Dr. Dean Corrigan,** Associate Dean, School of Education, University of Rochester; **Dr. Walter Crewson; Mrs. Ora A. Curry,** Teacher, Bennett High School, Buffalo; **Dr. William R. Dodge,** SUNY; **Dr. Alice L. Foley,** Director of Instruction, Brighton No. 2 School District, Rochester; **Dr. Corrine B. Galvin,** Instructor, Ithaca College; **Frank Lynch,** Chairman, New York State Council of Classroom Teachers; **Miss Gladys E. Newell,** Past President, NYSTA, and **G. Howard Goold,** Executive Secretary, NYSTA.